



Beenleigh State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

|                       |  |
|-----------------------|--|
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| <b>Webpages</b>       | Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul> |
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## School overview

Beenleigh State School was established on January 1, 1871. Present enrolment is 415 children from Prep to Year 6. The school motto is 'Nothing But The Best'. Teachers are committed to an explicit instruction model of learning for students so that every child is tracked and linked to expected areas of academic growth. The school has designated Literacy and Numeracy group times which focus on improving these priorities. Another Major Focus for the school is Inquiry which is closely tied to executive function. The Special Education Programme of the school operates on an inclusive model, with specialist teachers working in conjunction with classroom teachers to assist in the quality delivery of programmes. Enrichment students are also catered for through our CALEn Program, Writer's Guild, Drone Club, Chess Club and Smarts Day. In conjunction with academic programmes, the school also offers social and emotional support, and many sporting and cultural events. The school explicitly teaches the Virtues, which encourage positive character development. The school has a number of representative Skipping Display, Sporting and academic teams. Culturally, the school has Vocal and Instrumental Music Programmes, including an all boys choir Strings and Woodwind/Percussion. Staff work closely with the Parents and Citizens and the wider community.

## School progress towards its goals in 2018

Our focus is strongly centred on providing the best educational outcomes through a rich, diverse, engaging curriculum in a happy, safe and healthy environment.

We value:

- A holistic approach to childhood development - emotionally, intellectually, physically & socially
- A focus on children reaching their full academic potential.
- A balanced curriculum focusing on Clever, Skilled, Creative
- A strong sense of community
- Supporting quality professional staff

Core Priority: The Teaching of Reading (comprehension & fluency)

- Administration conducted term classroom observations and provided feedback to teachers on their data informed planning, pedagogical practice and classroom environment.
- A refocussing on Complex Texts as a strategy for developing reading comprehension occurred across the whole school.

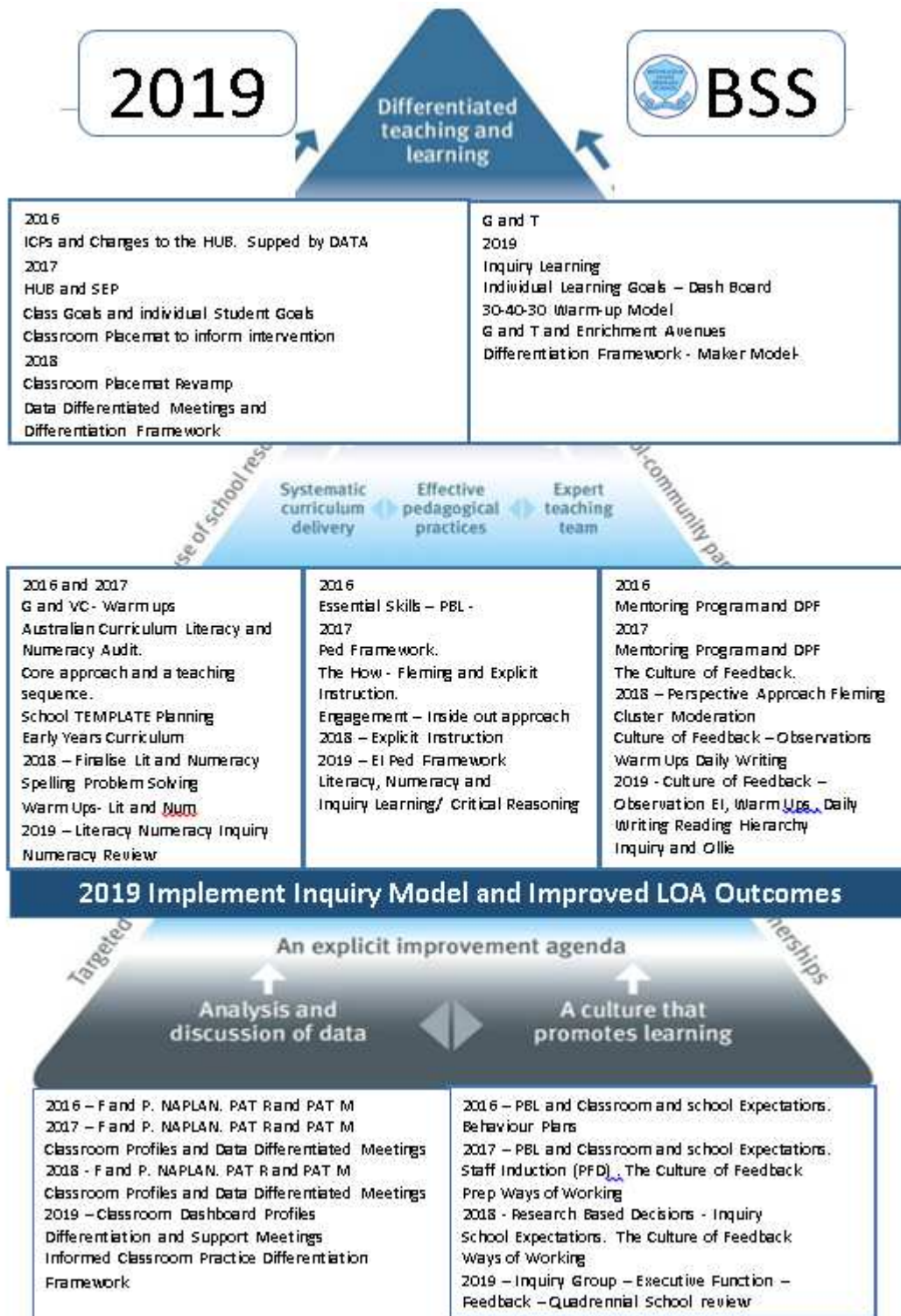
Core Priority: Continuous Monitoring of Student Achievement

- Teachers were provided time to meet as a year level team to examine the data and identify "where next" in the learning journey
- Data stored centrally (OneSchool) as per our Whole School Assessment Schedule.
- The school continued to offer a range of support options to support all learners.
- The current support options were aligned with the additional funding from the Great Results funding to maximise the potential of all programs

Core Priority: Quality School Curriculum Reflective of ACARA and the Beenleigh School Community

- C2C units were adjusted or "personalised" to meet the needs of our learners, current curriculum offerings and feedback from our teachers. This occurred at the end of each unit and during the curriculum planning phase.
- All teachers worked in their Year Level Planning teams to ensure consistency of learning experiences.
- Teachers were provided with a half planning day. Teachers planned in year level teams with our Curriculum Co-Ordinator

## Future outlook



# Our school at a glance

## School profile

|                                    |                    |
|------------------------------------|--------------------|
| <b>Coeducational or single sex</b> | Coeducational      |
| <b>Independent public school</b>   | No                 |
| <b>Year levels offered in 2018</b> | Prep Year - Year 6 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 444  | 408  | 395  |
| Girls                              | 226  | 210  | 202  |
| Boys                               | 218  | 198  | 193  |
| Indigenous                         | 52   | 49   | 58   |
| Enrolment continuity (Feb. – Nov.) | 86%  | 88%  | 90%  |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Our students come predominantly from our catchment area. As a result our students are well supported by their parents and the local community instilling a strong community focus within our school.

### Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 | Note:  |
|--------------------|------|------|------|--|
| Prep – Year 3      | 23   | 20   | 20   | The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target. |
| Year 4 – Year 6    | 28   | 24   | 24   |  |

## Curriculum delivery

### Our approach to curriculum delivery

The EI lesson format at Beenleigh SS comprises of:

- ❖ **Lesson Intention**
  - Lesson Intention: What do you want the children to be able to do during and after the lesson?
- ❖ **Success Criteria**
  - Success Criteria: Broken down goals that the children can understand what they should be achieving.
- ❖ **Why**
  - Why: Should be in the form of a question that is answered in the plough back about the learning.

### Co-curricular activities

Jumping Beens- Jump Rope for Heart- skipping team.

Junior and Senior Choir

Book Club

Gala Days- Interschool sport Years 5&6.

Instrumental Music/ Bands ( Brass, Woodwind, Guitar and Percussion)

Student Leadership programs

Writers' Workshop

School Camping Program

Student Academic Competitions

Chaplaincy Program

### How information and communication technologies are used to assist learning

Beenleigh State School explicitly teaches the use of CODING and digital technologies through the Computer Assisted Learning Environment and a specialist teacher allocation. (CALEn) Beenleigh also recognises that ICT's support learning not drive it or dictate it. All classes have access to computers and the school has 3 computer labs that maybe booked by the classroom teacher. iPads are also available in every classroom in the Junior School.

## Social climate

### Overview

Culture

We are a knowledgeable, caring and inclusive staff with high expectations for all students. We strive to create a positive and inclusive community environment where every student matters and can be a high achiever.

Professional Learning and Collegiality

At Beenleigh State School we value and actively seek professional learning opportunities as an avenue for growth both personally and professionally. Our staff value the diversity of opinion and experience of all team members. We are reflective of our own practice and value constructive feedback.

Accountability

At Beenleigh State School staff promote high levels of professional and ethical standards. The Department of Education's Code of Conduct and Standard of Practice set the ethical and practical standards that guide the way we do our work. Our goal is to provide all students with the very best educational outcome possible.

Standards

Staff at Beenleigh State School are role models first and foremost. We understand that high standards are paramount. We lead by example. Explicit teaching modelling and reinforcement is essential for long term growth and achievement.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016)  | 85%  | 92%  | 100% |
| • this is a good school (S2035)  | 85%  | 92%  | 100% |
| • their child likes being at this school* (S2001)  | 92%  | 83%  | 91%  |
| • their child feels safe at this school* (S2002)   | 77%  | 83%  | 91%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 77%  | 83%  | 100% |
| • their child is making good progress at this school* (S2004)  | 77%  | 92%  | 100% |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 92%  | 92%  | 91%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 85%  | 92%  | 91%  |
| • teachers at this school motivate their child to learn* (S2007)   | 92%  | 92%  | 91%  |
| • teachers at this school treat students fairly* (S2008)   | 73%  | 83%  | 100% |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 69%  | 83%  | 91%  |
| • this school works with them to support their child's learning* (S2010)                                 | 70%  | 92%  | 91%  |
| • this school takes parents' opinions seriously* (S2011)   | 55%  | 83%  | 73%  |
| • student behaviour is well managed at this school* (S2012)  | 45%  | 67%  | 80%  |
| • this school looks for ways to improve* (S2013)   | 75%  | 92%  | 82%  |
| • this school is well maintained* (S2014)  | 77%  | 83%  | 100% |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that:   | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 85%  | 92%  | 90%  |
| • they like being at their school* (S2036)  | 85%  | 84%  | 84%  |
| • they feel safe at their school* (S2037)   | 84%  | 83%  | 83%  |
| • their teachers motivate them to learn* (S2038)                                    | 90%  | 97%  | 93%  |
| • their teachers expect them to do their best* (S2039)                              | 95%  | 97%  | 99%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 85%  | 97%  | 90%  |
| • teachers treat students fairly at their school* (S2041)                           | 87%  | 75%  | 87%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 78%  | 86%  | 78%  |
| • their school takes students' opinions seriously* (S2043)                          | 84%  | 75%  | 80%  |
| • student behaviour is well managed at their school* (S2044)                        | 72%  | 71%  | 60%  |
| • their school looks for ways to improve* (S2045)                                   | 92%  | 89%  | 93%  |
| • their school is well maintained* (S2046)  | 89%  | 92%  | 85%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 88%  | 89%  | 88%  |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 81%  | 83%  | 84%  |
| • they feel that their school is a safe place in which to work (S2070)   | 67%  | 69%  | 89%  |
| • they receive useful feedback about their work at their school (S2071)  | 79%  | 83%  | 73%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 74%  | 89%  | 75%  |
| • students are encouraged to do their best at their school (S2072)   | 95%  | 100% | 97%  |
| • students are treated fairly at their school (S2073)  | 76%  | 86%  | 92%  |
| • student behaviour is well managed at their school (S2074)  | 43%  | 57%  | 72%  |
| • staff are well supported at their school (S2075)   | 60%  | 69%  | 72%  |
| • their school takes staff opinions seriously (S2076)  | 74%  | 79%  | 70%  |
| • their school looks for ways to improve (S2077)   | 93%  | 100% | 94%  |
| • their school is well maintained (S2078)  | 84%  | 83%  | 92%  |
| • their school gives them opportunities to do interesting things (S2079)   | 84%  | 86%  | 84%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parents and other community members are involved in the education of children at our school through a number of initiatives: -

Support A Reader

Choral Music Programs

Beenleigh Play Groups

Parents and community members also contributed significantly to the design and implementation of our school leadership program, responsible behaviour program and enrolment plan. Class groups provide opportunities for families to participate in culminating events for specific class units.

Throughout the school year community members and parents were also invited to attend numerous community events including Graduation, Easter Parade, Music Evenings and as well as a variety of other cultural celebrations.

Children with diverse needs are referred to the Student Services (SNAC) committee and appropriate support is decided upon and actioned as needed.



## Respectful relationships education programs

Kids Matter –Kids Matter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. Kids Matter Primary provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 166  | 44   | 35   |
| Long suspensions – 11 to 20 days    | 1    | 3    | 2    |
| Exclusions                          | 0    | 0    | 0    |
| Cancellations of enrolment          | 0    | 0    | 0    |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 153,656   | 160,137   | 162,164   |
| Water (kL)        | 2,326     | 2,869     | 3,805     |

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three dropdown menus for filtering: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 31              | 19                 | <5                 |
| Full-time equivalents | 28              | 13                 | <5                 |

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate                      | 0                        |
| Masters                        | 5                        |
| Graduate Diploma etc.*         | 2                        |
| Bachelor degree                | 27                       |
| Diploma                        | 5                        |
| Certificate                    | 7                        |

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 60,000

The major professional development initiatives are as follows:

Explicit Instruction

Cooperative Planning and Support

Pedagogical Approach to learning

First Aid

Literacy and Numeracy

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 95%  | 95%  | 96%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 81% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 87%  | 89%  | 88%  |
| Attendance rate for Indigenous** students at this school | 81%  | 84%  | 84%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

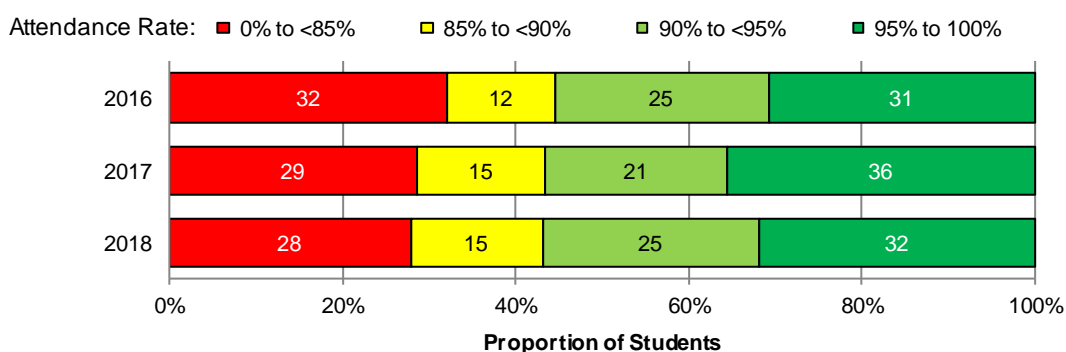
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep       | 87%  | 89%  | 87%  |
| Year 1     | 86%  | 87%  | 89%  |
| Year 2     | 86%  | 87%  | 88%  |
| Year 3     | 86%  | 88%  | 88%  |
| Year 4     | 87%  | 88%  | 88%  |
| Year 5     | 90%  | 89%  | 88%  |
| Year 6     | 86%  | 92%  | 86%  |

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

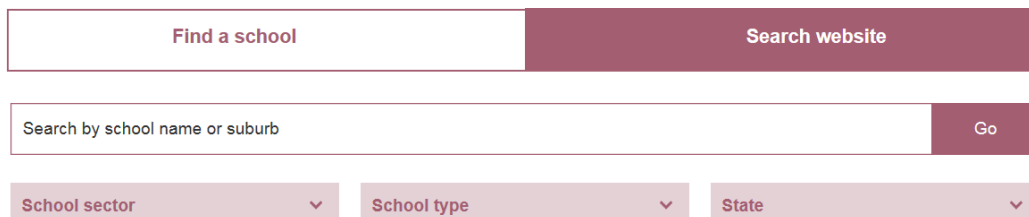
- Rolls are marked twice daily at 9 am and 2 pm.
- A sms will be sent to all parents of absent students. Parents can respond by text to this message and their answer is recorded.
- Parents are encouraged to ring in to the schools phone to leave a message if their child is absent.
- Absentees are reviewed weekly and families will be contacted if a pattern of absenteeism become apparent. If the pattern continues the school will ensure that other agencies are informed and a welfare check be scheduled.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.